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ABSTRACT

This guide is designed both to explain the Drake University Teacher Aide Program to teachers cooperating with the program, and to provide the aide with practical and effective ways of providing service to the cooperating teacher. Two college courses make up this program: one for elementary education majors, and one for secondary education majors. Although there is considerable difference between the two courses, they both have a teacher aide experience, a community component, and a psychology component. The guide contains descriptions of the program in general and each course in particular, a list of procedures and responsibilities for those involved in the program, suggestions for utilizing teacher aides, and procedures for (a) evaluation of the aide as a potential teacher, and (b) evaluation of the program by the teacher aide. (A sample of the instrument used in the evaluation process is included in the Appendix.) (PB)

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HANDBOOK FOR TEACHERS AND TEACHER AIDES

DES MOINES INDEPENDENT SCHOOL DISTRICT
DRAKE UNIVERSITY, COLLEGE OF EDUCATION

DES MOINES-DRAKE EDUCATIONAL INSTITUTE
DES MOINES, IOWA 50311

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Responsibilities of the Teacher Aide

Teacher Aides

- are directly responsible to the principal and teacher with whom they work.
- shall contact the principal's office first when reporting to the school to which assigned.
- have a responsibility to be regular and punctual in attendance. Absences should be reported as far in advance as possible, and no later than 8:00 a.m. the day of absence, to the school in which they are working and to the designated college personnel.
- must display a sense of loyalty to the school.
- must consider the welfare of students of first concern.
- shall refrain from divulging confidential information or from criticizing the students or the school system.
- must have a proper regard for and practice professional ethics.
- should show initiative for work but must be willing to adjust to the teacher's way of doing things in order to provide assistance.
- shall demonstrate appropriate personal qualities, appropriate dress for a classroom, and use of appropriate English.

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DESCRIPTION OF PROFESSIONAL BLOCK I AND CHILD IN SOCIETY

A student receives seven semester hours credit for either of these two courses. They are usually taken during the junior year and represent an important part of the four year Teacher Education sequence.

Although there is considerable difference between the objectives of the courses, they do have several components in common. Both have a teacher aide experience, a community component, and a psychology component.

The objectives presented on the following pages are written at the sub-goal level and are directed to the student.

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OBJECTIVES FOR EDUCATION 166 (CHILD IN SOCIETY)

At the conclusion of this course you will have presented evidence or have demonstrated in specified ways that you:

A. Have gained sufficient insight into your own behavior that you:

   (1) Know yourself well enough to assess your disposition to assume the roles defined for teachers and to develop professional collegiality with other teachers.
   (2) Have a perception of your potential strengths and weaknesses as a teacher.

B. Have gained sufficient insight into elementary education that you have developed:

   (1) A general (preliminary) philosophy of viable goals and methodologies.
   (2) A comfortable working relationship with children.
   (3) An understanding of the learning problems of the child.
   (4) A grasp of the many societal pressures which influences the behavior of the child in school.

C. Have become familiar with a variety of institutions, agencies, and other community resources which are important in providing for the sound growth and development of children. These specifically include:

   (1) Business and industrial resources
   (2) Social agencies

D. Have observed, identified, or practiced ways of effecting desirable changes in student behavior by:

   (1) Using positive reinforcement patterns with students.
   (2) Managing deviant behavior.
   (3) Building self-awareness and self-concepts of students.
   (4) Developing understanding of cultural pluralism concepts with students.
   (5) Reacting with sensitivity to the needs and feelings of others.

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OBJECTIVES FOR EDUCATION 165 (PROFESSIONAL BLOCK I)

At the conclusion of this course you will have presented evidence or have demonstrated in specified ways that you:

A. Have gained sufficient insight into your own behavior that you:

(1) Know yourself well enough to assess your disposition to assume the roles defined for teachers and to develop professional collegiality with other teachers.
(2) Have a perception of your potential strengths and weaknesses as a teacher.

B. Have gained sufficient insight into secondary education that you have developed:

(1) A general (preliminary) philosophy of viable goals and methodologies.
(2) A comfortable working relationship with the adolescent.
(3) An understanding of the learning problems of the adolescent.
(4) A grasp of the many societal pressures which influences the behavior of high school youth.
(5) A basic knowledge of the political and legal structure which directs and influences education.

C. Have developed a preliminary repertoire of basic instructional skills such as:

(1) Effective questioning techniques.
(2) Concept teaching.
(3) Selecting appropriate media for classroom use.

D. Have synthesized skills, perceptions, attitudes in such a way that you can exemplify teaching behaviors including:

(1) Organizing instruction around goals and objectives.
(2) Sequencing learning.
(3) Individualizing instruction.

[illegible]

3. Have observed, identified, or practiced ways of effecting intended changes in student behavior by:

(1) Using positive reinforcement principles with students.
(2) Teaching pro-self behavior.
(3) Building self-awareness and self-concepts of students.
(4) Developing understanding of cultural pluralism concepts with students.
(5) Reacting with sensitivity to the needs and feelings of others.